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# **HLP Highlight Tool**

# **HLP 10: Conduct Functional Behavioral Assessments to Develop Individual Student Behavior Support Plans**

Embedded under Intensify and Intervene as Needed Pillar (HLP 20)

## Here’s What It Is:

At times, students may exhibit behaviors so severe that they interfere with their learning and/or the learning of others. When this occurs, teams may decide that conducting a functional behavioral assessment (FBA) is necessary to understand what the behaviors are communicating. Through this process, educators collect data from direct and indirect sources (such as interviews, observations, and event recordings) to better understand the function of the students’ behaviors. With this knowledge, teams are then able to develop a behavior support plan (BSP) or behavior intervention plan (BIP) for reducing the interfering behaviors by teaching the student replacement behaviors.

Tools: HLP 10 Rubric – *coming soon*

## Here’s When to Use It:

* When a student exhibits behaviors that interfere with their learning or the learning of others (such as self-injury, property destruction, physical aggression, non-compliance, or withdrawal).
* When Tier 1 and Tier 2 behavior management practices have failed to extinguish the interfering behaviors.
* When the function of the interfering behavior is unknown.

## Here’s What It Looks Like:

* [HLP 10 Video](https://vimeo.com/781330562) (13:59)

## Resources to Extend Learning

* [High Leverage Practices](http://www.highleveragepractices.org)
* [Behavior Support Resources- Western Care Association](https://www.bssresource.com/behaviour)
* [Center on PBIS](https://www.pbis.org)
* [Iris Center Module on Functional Behavioral Assessment](https://iris.peabody.vanderbilt.edu/module/fba/)
* [Leadership Guide for HLP 10](https://exceptionalchildren.org/sites/default/files/2021-01/HLP%2010%20Admin%20Guide.pdf?_gl=1*ctvxv3*_ga*MTg0OTkzNTU0OC4xNzExNTU0Njc1*_ga_L4ZFTNESGT*MTcxMzk4MDA0MC42LjEuMTcxMzk4MDQ2Ni40OS4wLjA.) (pdf)

## Find additional HLP Highlight Tools on [TTAC Online](http://ttaconline.org/Resource/JWHaEa5BS75BpXRi_D6u2A/Resource-hlp-highlight-tools-1-2-3-4-5-6-7-8-9-10-11-12-13-14-15-16-17-18-19-20-21-22).

For information about TTAC Region 4, go to [https://ttac.gmu.edu/](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fttac.gmu.edu%2F&data=04%7C01%7Cctalber1%40gmu.edu%7C717a601d8f47402ccfc108d9fd416faf%7C9e857255df574c47a0c00546460380cb%7C0%7C0%7C637819279759882488%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000&sdata=GbznIwsPLTJua0kFL7zcwup4SVohdCUFFXuU1cQkHck%3D&reserved=0).

## References

Aceves, T. C., & Kennedy, M. J. (Eds.) (2024, February). *High-leverage practices for students with disabilities.* 2nd edition. Arlington, VA: Council for Exceptional Children and CEEDAR Center.

Kennedy, M.J. (2022, December 14). HLP 10: *Conduct functional behavior assessments to develop individual student support plans.* [Video]. Vimeo. https://vimeo.com/781330562

McLeskey, J. (Ed.). (2019). *High leverage practices for inclusive classrooms*. New York: Routledge.